

Intent

Learning to read is the key to successfully accessing and making good progress in both the wider National Curriculum and in life beyond school and is therefore given the highest priority in our curriculum and school. Research shows that a systematic synthetic phonics (SSP) programme is the most effective teaching method for children to achieve early success in reading (and writing), giving them a sense of confidence and achievement and supporting further progress towards reading fluency. At Christ Church, our daily fast-paced phonics sessions throughout Reception and KS1 follow the Little Wandle Letters and Sounds Revised synthetic phonics programme, developing children's phonics skills quickly, and including plenty of opportunities for repeated practice to embed learning quickly. Our phonics teaching starts as soon as children enter Reception and builds progressively from phase to phase with key milestones and half termly assessments. Decodable practice books, which read in school and at home, and the carefully-planned support provided for parents are both closely matched to children's phonics abilities. There are equally high expectations of reading development for all children, including those with varying levels of nursery experience, those with SEN, disadvantaged pupils, those learning English as an additional language and those who are younger in the cohort.

The intent of our phonics and early reading curriculum, including 1:1 reading time at school, is to develop all children's early reading skills quickly, supporting decoding, comprehension and prosody and ensuring that all children are fluent and confident readers as they enter the wider curriculum demands of KS2. The development of reading skill, fluency and enjoyment is supported by teaching in all other areas of the curriculum and throughout the school day.

Implementation

- Daily fast-paced phonics sessions taught by class teachers in Reception to Y2, following consistently the Little Wandle Letters and Sounds Revised plans, progression, resources and routines. The skills progression document sets out timings for each phonics phase and half termly assessments. Good use is made of planned and spontaneous opportunities for repeated practice of new GPCs throughout the day and week and to apply knowledge in reading and writing.
- CPD in phonics and early reading is a significant priority in terms of time and resource allocated. All staff are trained in the Little Wandle SSP, including KS2 teachers and support staff. This training has entailed in-school training and one-to-one support sessions led by the reading leader and use of the Little Wandle online training modules.
- Children's decodable practice reading books (Collins Big Cat for Little Wandle scheme) are closely matched to their phonics knowledge and the sounds they have learnt in school. These books are read in school twice each week and then also sent home for further practice. (Children are also encouraged to take home books from our trolleys and boxes in the playground to share at home and to further develop love of reading.)
- Reading sessions and 'keep up' involve our highest trained staff, including members of the SLT, demonstrating our commitment to reading as a priority for all.
- End of half term phonics assessments carried out by class teachers allow teachers to monitor progress and plan individual and group 'keep up' provision. In-lesson and immediate formative assessment also takes place and allows teachers to provide immediate 'keep up' support as well.
- There is a carefully-planned programme of engagement with parents to help them to support early reading at home (reading diaries, Reception induction meeting and Reception and Year 1 parent workshops, information leaflets, links to Little Wandle support materials). (In 2020 with restrictions in place, introduction to phonics was incorporated in the Reception parent induction meeting to ensure parents knew how to support at home. In 2021 the phonics workshop was opened up to parents in both Reception and Year 1 to ensure all parents were informed.)
- Additional reading time with trained teaching assistants or volunteers for targeted children ensures all children are regular reading 1:1 either at home or at school.
- Phonics support is also provided, where needed, in KS2 for those who have just joined our school or those who need additional support with decoding.
- Phonics activities continued to be set throughout the period of home learning, including the use of a wide range of online video resources and teacher-recorded videos to support this.

Impact

- Very high percentage of children pass phonics check by end of Year 1 (and/or recheck by end of Year 2). High attainment in Reading (at expected and GD standard) in Year 2, which is maintained and built on in KS2.
- Children enter KS2 reading fluently and able to access the wider curriculum and use reading for both research and pleasure.
- Phonics teaching also provides children with early success in writing.

Recent standards: Year 1 statutory phonics check



Last year's key developments and successes in 2020/21

- Consider how best to support parents to support with phonics and reading at home while our usual parent workshops cannot take place – sharing of online information, signposting to resources etc – **20/21 target partially achieved**. We adapted our support for Reception parents to ensure key information about phonics was shared in the initial parent meeting. Our pre-recorded teaching videos provided excellent support for parents during period of home learning. Further adaptations to parent support to be made in 21/22.
- Support staff to re-timetable so that one-to-one reading can still take place, without the usual team of TAs to support one afternoon per week. – **20/21 target achieved**. Restrictions with bubbles and pupil contact made changes to adult support and timetabling necessary, but reading sessions were prioritised within class bubbles.
- Track progress in phonics closely for Reception, Year 1 and Year 2 and ensure we are providing catch up interventions for classes, groups or individuals where needed. Year 2 to take phonics check in Autumn term – **20/21 target achieved**. Phonics provision continued throughout second home learning period, teaching in school was adapted where necessary and booster additional support provided. Phonics check results remained at 100% (Year 2 20/21) and progress in phonics continued on track for Reception and Year 1.

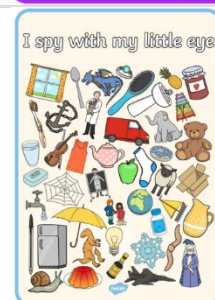
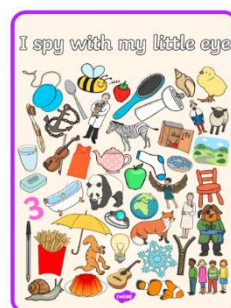
COVID impact – remote learning provision and recovery curriculum

Home learning (March – June 2020 and January – March 2021)

Phonics continued to be taught and reinforced throughout both periods of home learning. A wide range of video and online resources and games and teacher pre-recorded lessons were used to introduce new sounds and to practise applying learnt sounds. Phonics learning was also reinforced in our live class zoom sessions. Early reading was well supported by the vast majority of parents at home during the periods of school closure. Resources were sent home in home learning packs and teachers also signposted to a range of online reading resources which were used well and reading progress was generally good. Intensive recap of phonics sounds took place as children returned to school after both closures and assessments identified gaps for classes and individuals with support put in place.

Recovery curriculum

The DfE recovery curriculum document stresses the importance of reading and phonics and of filling any gaps in learning GPCs at pace. Our class teachers have made some minor changes to the planned Little Wandle

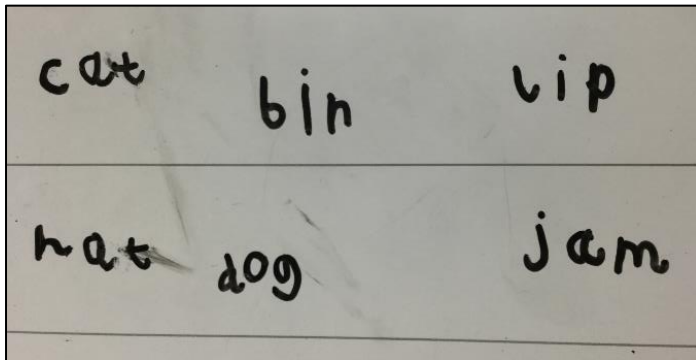
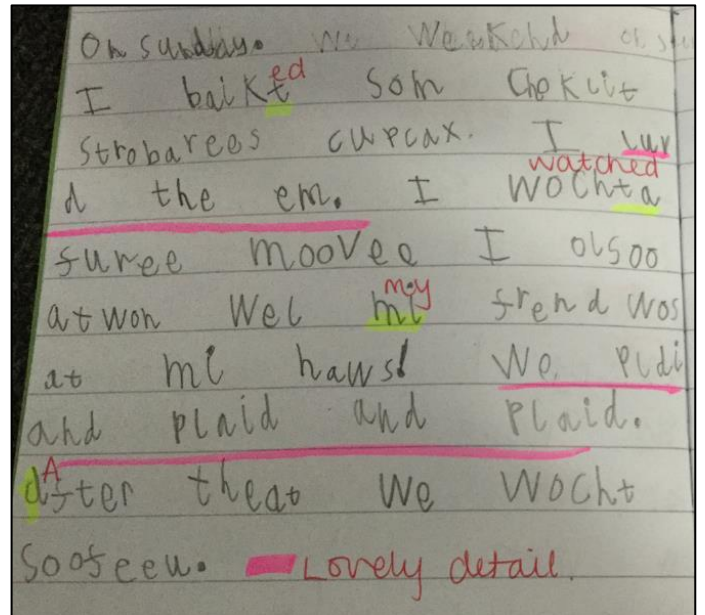
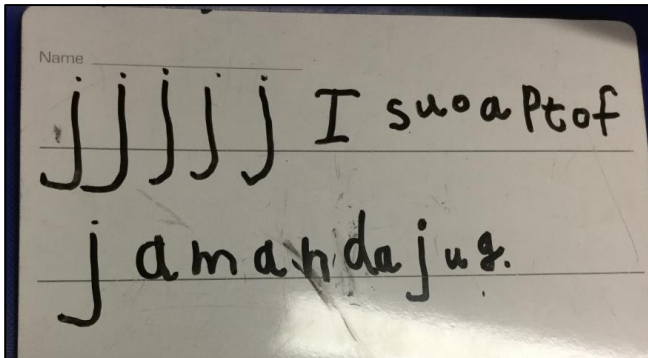
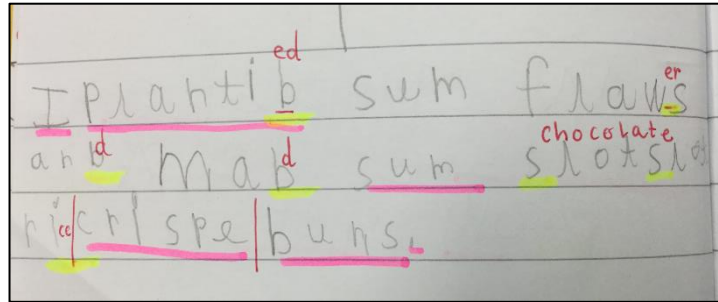
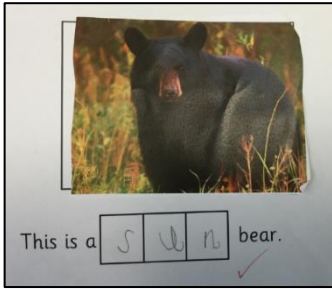


progression (rapid recap of phase 3 and 4 at beginning of Year 1, review of phase 5 to build up to phonics check in Year 2) to ensure a review of previous learning. Some additional booster and keep up support is in place in Year 2 to support pupils with specific gaps in phonics learning – this is working well.

Key actions moving forward (development priorities for 2021/22):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)																								
<p>1. In response to DfE guidance on validated SSPs, select, purchase and implement a validated SSP. <i>Validated SSP in place and monitoring demonstrates that it is being implemented consistently (routines, terminology, progression etc) so that all children continue to make excellent and rapid progress in phonics.</i></p>	<p>Sept/Oct 2021 – purchase of Little Wandle scheme and books Significant training for all staff, including individual support and Oct INSET Review of resources to ensure aligned with LW scheme Use of LW assessments Books to share resources available in playground Reading groups/individual reading set up and timetabled to use range of trained staff Oct/Nov 2021 – monitoring of Early Reading, and shared practice, to ensure consistency and fidelity to the scheme Ongoing monitoring and support, including training for new staff. Develop use of E-reader from Collins Big Cat Review of LW scheme and books throughout and end of year to ensure progress is best possible and in line with previous years.</p> <div data-bbox="1034 340 1455 974" style="border: 1px solid black; padding: 5px;"> <p>Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews</p> <p><small>This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move the knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f28b82; color: white;">Autumn 1 Phase 2 graphemes</th> <th style="background-color: #f28b82; color: white;">New tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">t a p i n m d g o c k i k e a r h b j l</td> <td style="font-size: 8px;">is the</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f28b82; color: white;">Autumn 2 Phase 2 graphemes</th> <th style="background-color: #f28b82; color: white;">New tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;"> <ul style="list-style-type: none"> • words with → /a/ added at the end (that's all) • words ending → /i/ (his) and with → /a/ added at the end (bags) </td> <td style="font-size: 8px;"> put* pull* full* as and has his her go no to into the push* he of we me he </td> </tr> </tbody> </table> <p><small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4db6ac; color: white;">Spring 1 Phase 3 graphemes</th> <th style="background-color: #4db6ac; color: white;">New tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;"> <ul style="list-style-type: none"> • words with double letters • longer words </td> <td style="font-size: 8px;"> we you they my by all are sure pure </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4db6ac; color: white;">Spring 2 Phase 3 graphemes</th> <th style="background-color: #4db6ac; color: white;">No new tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;"> Review Phase 3 <ul style="list-style-type: none"> • longer words, including those with double letters • words with → /a/ in the middle • words with → /e/ at the end • words with → /i/ and /a/ at the end </td> <td style="font-size: 8px;"> Review all taught so far </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4db6ac; color: white;">Summer 1 Phase 4</th> <th style="background-color: #4db6ac; color: white;">New tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;"> Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCVC CVCVC CVCVC CVCVC CVCVC • longer words and compound words • words ending in suffixes • -ing, -ed /i/, -ed /a/ /e/, -est </td> <td style="font-size: 8px;"> said so hear like some come love do were here little soft there when what one out today </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4db6ac; color: white;">Summer 2 Phase 4 graphemes</th> <th style="background-color: #4db6ac; color: white;">No new tricky words</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;"> Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCVC CVCVC CVCVC CVCVC • words ending in suffixes • -ing, -ed /i/, -ed /a/ /e/, -ed /a/ -en, -est • longer words and compound words </td> <td style="font-size: 8px;"> Review all taught so far </td> </tr> </tbody> </table> <p style="font-size: 8px; margin-top: 5px;">© 2021 Wandle Learning Trust. 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<p>2. Review, in light of previous restrictions, how we support new and current parents with supporting phonics and early reading at home. <i>All parents have access to resources and information to help them support with phonics and reading at home (in line with LW scheme), supporting pupils to make excellent and rapid progress in phonics and reading.</i></p>	<p>Autumn term: Parent workshop on phonics for Reception parents (and Year 1 – catch up from previous years) Parent leaflets and links to LW resources – information about new scheme Links on website Review of resources used for flip books Individual parent support from class teachers, as needed Summer – review reading diary formats</p>																								
<p>3. Continue to review whole class, booster group and individual 'keep up' provisions to ensure all children are on track to pass phonics check, making up for any lost learning due to school closures <i>Phonics check results (Y2 Aut 21, Y1 Sum 22) maintained at high level and all children enter KS2 reading fluently in order to access full curriculum.</i></p>	<p>Half termly assessments Keep up support in place, booster groups – Y2 Changes to whole class progression where needed: rapid recap of phase 3 and 4 at beginning of Year 1, review of phase 5 to build up to phonics check in Year 2 Phonics check Y2 Aut 2 2021, Y1 Sum 2 2022</p>																								

Work sampling



What makes our curriculum provision for Phonics and Early Reading exceptional and beyond the expected?

- ❖ High standards achieved in phonics check over a number of years, including equally-high expectations of all pupils
- ❖ Parental support for reading and phonics is an asset and supported by information and expectations shared by school
- ❖ Commitment to reading provision of senior staff, with senior staff providing regular reading support and keep up sessions

Key points for discussion with governors about this report

- Introduction of Little Wandle scheme, resources and books, and review of this throughout the year
- Training of all staff
- Parent support – how to maintain this at current high level
- How phonics and early reading works alongside the development of a love of reading in all children